DOCUMENT RESUME

ED 353 275 TM 018 982

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TITLE Reliability of Students' Views of an "Ideal" Student Questionnaire.
PUB DATE Nov 91
NOTE 11p.; Paper presented at the Annual Meeting of the Texas Psychological Association (San Antonio, TX, November 9, 1991).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *College Students; *Educational Quality; Higher Education; *Likert Scales; *Questionnaires; Student Attitudes; *Student Characteristics; *Test Reliability
IDENTIFIERS Alpha Coefficient; Pearson Product Moment Correlation; *Students Views of an Ideal Student Questionnaire; Test Retest Reliability

ABSTRACT

The reliability of the Students' Views of an Ideal Student Questionnaire was studied. The questionnaire consists of 26 characteristics of a quality student. The subjects were 88 volunteers (33 males and 55 females), enrolled in various classes at a state university, who responded to the questionnaire twice within 10 days. Subjects included 35 freshmen, 27 sophomores, 19 juniors, 3 seniors, and 4 graduates. They rated each characteristic on a five-point Likert scale with five as the most important, and one as the least important. Correlations for the two responses to each criterion were compared for the total group. The data were analyzed using the Pearson-product moment correlation (test-retest) and Cronbach's alpha (internal consistency) for different groups. All correlations were statistically significant. Results show that the questionnaire was a reliable instrument indicating students' view of a quality student. Four tables present study data. (SLD)

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# RELIABILITY OF STUDENTS' VIEWS OF AN 'IDEAL" STUDENT QUESTIONNAIRE

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Texas Psychological Association Convention

San Antonio, Texas

November 9, 1991

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# RELIABILITY OF STUDENTS' VIEWS OF AN "IDEAL" STUDENT QUESTIONNAIRE


## ABSTRACT

The purpose of this study was to determine the reliability of the Students' Views of an Ideal Student Questionnaire (Gadzella, 1966). The questionnaire consists of 26 characteristics of a quality student. The subjects were 88 volunteers, enrolled in various classes at a state university, who responded to the questionnaire twice within 10 days. They rated each characteristic on a 5-point Likert scale with 5 = most important, 4 = important, 3 = average importance, 2 = below average importance, and 1 = least important. The data were analyzed using the Pearson-product moment correlation (test-retest) and Cronbach's alpha (internal consistency) for different groups. All correlations were statistically significant ($p < .05$). The results showed that the questionnaire was a reliable instrument indicating students' view of a quality student.


## INTRODUCTION

Frequently students find the transition from high school to colleges and universities frustrating. The frustrations may be due to various reasons. If students are to remain and succeed in college, they need guidance and assistance. One way to assist students is to provide them with characteristics of a good

student.

In 1966, an instrument, Students', Views of an Ideal Student Questionnaire (Gadzella) was developed by students to help other students. The instrument consists of 26 characteristics of a quality student. The responses to the questionnaire have been previously reported (Gadzella, 1967a, 1967b, 1974,) indicating the characteristics students felt were the five most important and the five least important. Although the criteria selected (by the students throughout the country) were similar, the reliability of the instrument was not reported. The purpose of this study was to determine the reliability of this instrument using different methods with different groups.

## METHOD

The subjects were 88 volunteers who were enrolled in psychology classes at a state university. They identified themselves by gender and college status and reported their GPA's. In this group, there were 33 men and 55 women, of which 35 were freshmen, 27 were sophmores, 19 were juniors, 3 were seniors, and 4 were graduates. The GPA groups: 2.00 - 2.50 (had 17 subjects), 2.51 - 3.00 (had 29 subjects), 3.01 - 3.50 (had 26 subjects), and 3.51 - 4.00 (had 10 subjects). Five subjects did not report their GPA's.

The instrument used was the Students' Views of an Ideal Student Questionnaire (Gadzella, 1966). It consists of 26 criteria describing a quality student (See Table 1). Subjects responded twice to the questionnaire within 10 days. They rated

each criteria in the questionnaire on a 5-point Likert scale, in which 5 = most important, 4 = important, 3 = average importance, 2 = below average importance, and 1 = least important. (See Table 2.) Correlations for the two responses to each criteria were computed for the total group. In addition, the summated scores for the two responses were correlated for the total group, gender, college status, and group GPA. Using Cronbach's alpha, the internal consistency (on students' first response to the questionnaire) was computed for the total group.

## RESULTS

Correlations on the 26 criteria on the two responses for the total group are reported in Table 3. The data (Table 3) show that (for the total group) correlations for all the criteria were statistically significant ($p < .05$), ranging from .40 to .68. Using the summated scores on the two responses to the questionnaire, correlations for the total group ($r = .63$), gender (men , $r = .75$ and women, $r = .56$), college status, (freshmen, $r = .45$; sophmores, $r = .68$; juniors, $r = .86$; seniors, $r = .86$; and graduates, $r = .95$) and GPA groups (2.00 - 2.50, $r = .82$; 2.51 - 3.00, $r = .47$; 3.01 - 3.50, $r = .82$; 3.51 - 4.00, $r = .80$) are reported in Table 4. All correlations (Table 4) were statistically significant ($p < .05$). The internal consistency for the total questionnaire on students' first responses was found to be .89.

## DISCUSSION AND CONCLUSION

The purpose of the study was to determine the reliability of the Students' View of An Ideal Student Questionnaire, (Gadzella, 1966). The correlations that were computed on the 26 criteria were all statistically significant ($p < .05$). That is, the instrument is reliable; students consistently selected and rated the characteristics of a quality student. It is the hope that the characteristics assist other students in becoming good students. Future plans are made to administer the questionnaire to a larger group of students. Then, their responses can be analyzed by different groups and compared with the responses made by students reported in previous studies.

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TABLE 1
CRITERIA OF STUDENTS' VIEWS OF AN 'IDEAL" STUDENT©
Bernadette M. Gadzella, Ph.D.

| Description of Criteria | Identification of Criteria |
|---|---|
| 1. Has definite objectives and reasons for being in college. | Objectives; future goals |
| 2. Examines the content of each course and its over-all contribution to him/herself. | Course content |
| 3. Gets to know his/her instructors and what is expected from him/her in the course. | Knows instructors |
| 4. Thinks independently about topics discussed in class, strives to understand ideas and concepts, plans his/her own activities wisely. | Thinks |
| 5. Is willing to try even when topics and/or subjects appear difficult. | Willingness |
| 6. Strives for high goals in class, within his/her limits, investigates topics beyond those presented or discussed in class by doing extra readings and research. | Industrious |
| 7. Participates in class discussions, makes pertinent contributions. | Participates in dis-cussions |
| 8. Has a good understanding of English grammar, writes and expresses him/herself effectively. | Communica-tion skills |
| 9. Schedules study hours, makes best use of study time. | Study schedules |
| 10. Learns to use different methods of study effectively, e.g., when to scan, read, reflex, and digest material under study. | Methods of study |
| 11. Acquaints him/herself with the many resources at the college, utilizes the library and curriculum workrooms. | Awareness & uses resources |
| 12. Makes use of guidance and counseling opportunities. | Guidance opport-unities |
| 13. Seeks assistance and advice from experienced students. | Seeks help |



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TABLE 1 (Continued)

CRITERIA OF STUDENTS' VIEWS OF AN 'IDEAL' STUDENT

| Description of Criteria | Identification of Criteria |
|---|---|
| 14. Takes a periodic look at him/herself and (is honest), study time -- good notes-- understanding of topics, etc. | Self-evaluation |
| 15. Has a good sense of humor, is able to laugh at his/her own mistakes and to recover from from 'let-downs.' | Maturity |
| 16. Gets sufficient amount of sleep and proper food in order to remain healthy and alert. | Good health |
| 17. Comes to class prepared, having read materials assigned, hands in assignments when due. | Preparation |
| 18. Is punctual for classes and appointments. | Punctual |
| 19. Attends classes unless s/he has a good reason for being absent. | Attendance |
| 20. Is courteous to instructors, avoids an act of 'know-it-all.' | Courteous |
| 21. Is appreciative of instructor's assistance and guidance. | Appreciation |
| 22. Respects rights and privilegs of other students in classroom and living quarters on campus. | Respects other students |
| 23. Is kind, pleasant, helps other students to adjust to campus life and to understand principles of subject matter by discussing them. | Helps other students |
| 24. Participates as a responsible citizen in the community. | Citizen in community |
| 25. Participates in social, extra-curricular and campus sport activities after scholastic goals are first personally satisfied. | Social life |
| 26. Is well-groomed and appropriately dressed. | Appearance |

P.S: This Questionnaire is copyrighted.

TABLE 2

ANSWER SHEET

Students' View of an 'Ideal' Student ©

1. Name: _____ Course Enrolled _____

2. Gender: ____Male, ____Female (Check one)

3. College Classification: ___freshman, ___sophomore, ___junior, ___senior, ___graduate student (Check one)

4. My present GPA is _____.

Respond to each criterion in the Questionnaire of Students' View of an "Ideal" Student by rating each criterion (as to what you consider descriptive of a good student) using the 5-point scale in which 5 = most important, 4 = important, 3 = average importance, 2 = below average importance, and 1 = least important.

| | 1 | 2 | 3 | 4 | 5 | | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. | ( ) | ( ) | ( ) | ( ) | ( ) | 14. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 2. | ( ) | ( ) | ( ) | ( ) | ( ) | 15. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 3. | ( ) | ( ) | ( ) | ( ) | ( ) | 16. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 4. | ( ) | ( ) | ( ) | ( ) | ( ) | 17. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 5. | ( ) | ( ) | ( ) | ( ) | ( ) | 18. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 6. | ( ) | ( ) | ( ) | ( ) | ( ) | 19. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 7. | ( ) | ( ) | ( ) | ( ) | ( ) | 20. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 8. | ( ) | ( ) | ( ) | ( ) | ( ) | 21. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 9. | ( ) | ( ) | ( ) | ( ) | ( ) | 22. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 10. | ( ) | ( ) | ( ) | ( ) | ( ) | 23. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 11. | ( ) | ( ) | ( ) | ( ) | ( ) | 24. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 12. | ( ) | ( ) | ( ) | ( ) | ( ) | 25. | ( ) | ( ) | ( ) | ( ) | ( ) |
| 13. | ( ) | ( ) | ( ) | ( ) | ( ) | 26. | ( ) | ( ) | ( ) | ( ) | ( ) |

Now, select 5 of the MOST IMPORTANT criteria of a good student and rank them (write the criterion number) from the MOST Important, 2nd Most Important, 3rd MOST Important, 4th MOST Important, and 5th MOST Important in the space below.

Then, select 5 of the LEAST IMPORTANT criteria of a good student and rank the 5 criteria (write the criterion number) from the LEAST Important, 2nd Least Important, 3rd LEAST Important, 4th LEAST Important, and 5th LEAST Important in the spaces below.

| MOST IMPORTANT | | LEAST IMPORTANT | |
|---|---|---|---|
| Most Important | ___ | Least Important | ___ |
| 2nd Most Important | ___ | 2nd Least Important | ___ |
| 3rd Most Important | ___ | 3rd Least Important | ___ |
| 4th Most Important | ___ | 4th Least Important | ___ |
| 5th Most Important | ___ | 5th Least Important | ___ |

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TABLE 3

CORRELATIONS BETWEEN TWO RESPONSES OF THE IDEAL STUDENT QUESTIONNAIRE ON EACH CRITERION FOR THE TOTAL GROUP ($n$ = 88)

| Criterion | Correlation |
|---|---|
| 1. Has objectives, future goals | .48* |
| 2. Examines course content | .54* |
| 3. Knows instructors | .61* |
| 4. Thinks independently | .46* |
| 5. Is willing to try | .54* |
| 6. Is industrious | .51* |
| 7. Participates in class discussions | .44* |
| 8. Has good communication skills | .57* |
| 9. Has good study schedule | .51* |
| 10. Has effective methods of study | .52* |
| 11. Is aware of and uses resources | .50* |
| 12. Makes use of guidance opportunities | .68* |
| 13. Seeks help from other students | .44* |
| 14. Makes self-evaluations | .55* |
| 15. Is mature and has good sense of humor | .67* |
| 16. Has good health | .53* |
| 17. Comes to class prepared | .40* |
| 18. Is punctual for classes and appointments | .44* |
| 19. Attends classes | .63* |
| 20. Is courteous | .49* |
| 21. Is appreciative of assistance given | .52* |
| 22. Respects rights of other students | .48* |
| 23. Helps other students | .55* |
| 24. Particpates in community activities | .57* |
| 25. Participates in social activities | .60* |
| 26. Is appropriately dressed | .49* |

* $p < .05$

TABLE 4

CORRELATIONS BETWEEN TWO RESPONSES OF THE IDEAL STUDENT QUESTIONNAIRE ON TOTAL SCORES FOR THE TOTAL, GENDER, COLLEGE STATUS, AND GPA GROUPS

| Group | Number | Correlation |
|---|---|---|
| Total | 88 | .63* |
| Gender | | |
| Men | 33 | .75* |
| Women | 55 | .56* |
| College Status | | |
| Freshman | 35 | .45* |
| Sophmore | 27 | .68* |
| Junior | 19 | .86* |
| Senior | 3 | .86* |
| Graduate | 4 | .95* |
| GPA | | |
| 2.00 - 2.50 | 17 | .82* |
| 2.51 - 3.00 | 29 | .47* |
| 3.01 - 3.50 | 26 | .82* |
| 3.51 - 4.00 | 10 | .80* |
| Missing | 5 | |

$p < .05$